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ABSTRACT

A pilot study investigated what long-term significance programming at the Lewiston (Maine) Alternative Vocational Center (LAVC) has had on the occupational and employment status of special needs graduates. The sample (n=21) was the 1989 class of graduating seniors, who were interviewed and surveyed with a mail questionnaire. The participation rate was 100 percent. The results suggested that program involvement and transitional outcomes for LAVC graduates, after 1 year, have been successful. Thirty-eight percent were involved in postsecondary educational training and 52 percent were currently employed. Fifty-three percent were in educational and/or occupational areas directly related to their secondary vocational programs. Fourteen percent are active job seekers who are using strategies and support networks to assist them in finding employment. (A 20-item bibliography, 24 tables, and a copy of an instrument conclude the document.) (CML)

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ACHIEVEMENT IN SPECIAL POPULATIONS

# A FOLLOW-UP STUDY FOR SCHOOL-TO-WORK TRANSITION: INSTRUMENTATION DEVELOPMENT AND PILOT DATA FOR LAVC STUDENTS

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**REVIEW OF THE LITERATURE:**

According to the U.S Bureau of the Census 60% of adults between the ages of 24 to 29, in the 1940's, did not complete high school. That figure decreased dramatically to an approximate 16% for the same age group in the 1980's. Although the rate of high school completion and G.E.D. Equivalence have increased over the last half century, there has been a marked increase in recent years that demonstrates that high school dropout rates are on the rise (Wehlage & Rutter, 1986) Everyday, about 3,000 students dropout of school in the United States. Nationally, one out of every four high school students fail to graduate with their class. The 1980 Census indicates that 30% of Maine's adults, some 238,000 people, have not completed high school. Additionally, one of every five Maine adults is considered functionally illiterate (Maine DECS Report: Staying Power, 1987)

Student characteristics and school's organizational processes have significant impact on an individual's decision to drop out (Natriello, Pallas, & McDill, 1986). National and state efforts to raise academic standards, if not coupled with organizational and instructional changes, may contribute to an increased dropout rate (Hess, 1986, McDill, Natriello, & Pallas, 1985). Educators have become so preoccupied with college bound students that they have forgotten the other half. The non-college bound student frequently falls between the cracks, graduates with inadequate skills for a complex society, or drops out of school (W.T Grant Foundation: The Forgotten Half, 1988). Bowers (1985) has argued that "the nihilistic quality of contemporary educational organizations" tend to deny meaning to human action, foster disillusionment, and produce a sence of rootlessness and anomie which create alienation of the

individual and often results in dropping out. Students drop out of high school for a variety of reasons. Dropouts themselves report several reasons for leaving school, with different social groups reporting marked differences in causes (Rumberger, 1987).

Despite a positive U.S. economic climate, young workers ages 20-24 suffer from exceptionally high unemployment. Teenage unemployment rates are the highest nationally, 15.8% as of August 1988 (W.T. Grant Foundation: The Forgotten Half, 1988). Employment trends and changes in the labor market demanding higher educational and basic skill attainment have resulted in limited employment opportunities for dropouts, and have decreased the likelihood that dropouts will find gainful employment (Weidman & Friedmann, 1984). Because of these reasons, dropouts have difficulty accessing any type of career ladder not only with initial employment opportunities but frequently throughout their working lives. Additionally, society suffers due to unemployment and lost earnings, lower tax revenues, and increased demands on social services (Rumberger, 1987). Without a basic education, dropouts significantly limit their ability to learn new skills and adapt to a changing work environment (National Academy of Sciences, 1984).

Employment and the transitional process of students from school to work has been of great concern in the field of education (Weidman & Friedmann, 1984; Rumberger, 1987). Recent research studies (Mithaug, Horivchi, & Fanning, 1985; Hasazi, Gordon, & Roe, 1985; Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Hasazi, Gordon, Roe, Hull, Finck, & Salembier, 1985; Flynn, 1980; Crain, 1980) have concerned themselves with the employment status, entry level job requisites, and service delivery through the follow-up studies on the status of programming. Many suggest that action research can provide educators with baseline data for future

evaluation of service delivery and programming. Understanding the school organization and processes deserves further study (Natriello, Pallas, & McDill 1986). Several studies (Rhodes & Valenta, 1985; Wehman, Kregel, & Barcus, 1985; Smith, 1981; Rusch et al., 1982; Wehman, 1981; Alper, 1985; Hasazi, Gordon, & Roe, 1985; Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Horivchic & Fanning, 1985; Hasazi et al., 1985) recommend that educators and job specialists find out what job requirements and labor market trends are in order to monitor those variables and program to those needs. In light of the dropout problem and transitional issues, these are excellent recommendations for localized research.

**PURPOSE:**

Innovative program development, design, implementation, and evaluation have long been essential components of educational programming and curricula development. Follow-up studies on the status of program graduates are imperative in this process. The data can provide a baseline for subsequent evaluations of present programming efforts and a measure of their effectiveness. Additionally, this information can lead to restructuring efforts and modifications which facilitate a more effective, efficient service delivery structure. There is an established need for developing sound secondary programming and transitional planning for the "at-risk" student population at the Lewiston Alternative Vocational Center (LAVC). The intention of this action research project is to establish a school-based follow-up survey instrument which will provide the needed data to monitor, restructure, and develop service delivery and program curricula to meet the needs of LAVC students.

**RESEARCH QUESTION:**

What long term educational significance has LAVC programming had on the occupational-employment status of program graduates?

**METHODOLOGY:**

**Background:**

Androscoggin County is a southern-central area in Maine with an approximate population of 90,000. The Lewiston-Auburn area is the metropolitan area and the center of employment with a civilian labor force of 43,000 people. The labor force in this county work primarily in manufacturing industries with a high concentration in the manufacturing of non-durable goods. The Lewiston-Auburn area is going through a transition in its employment-labor market. The traditional semi-skilled and unskilled industrial labor force is shifting to a more skilled service based employment market. Retail trade jobs account for about 6,500 positions and service occupations for approximately 9,000 jobs with economic indicators showing employment opportunities in these occupational clusters with 5% to 28% growth index over the next five years.

The Lewiston Regional and Alternative Vocational Centers are the only vocational centers serving Androscoggin County. Recognizing the need to address the dropout issue and meet changing labor market demands in the region, the Lewiston Regional Vocational Center's Advisory Committee directed a sub-group to research the problem and make recommendations (November 1983). The research concluded that programs providing semi-skilled training aligned with community employment trends were drastically needed. The Lewiston Alternative Vocational

Center (LAVC) was designed to address a serious 30 to 40% dropout rate of the five area high schools in the region. LAVC was developed specifically to serve the educational needs of the "at risk" student population from these five area high schools.

The Lewiston Alternative Vocational Center is the first and only alternative vocational center in the State of Maine. LAVC opened December 1, 1988. This is our second year of operation. We offer three specific vocational programs: Auto Body, Food Service and Culinary Arts, and Human Services. Our Vocational Evaluation Assessment Center is the only comprehensive school-based assessment center in the State. School-to-work transitional services include inter-agency collaboration and partnerships with the Maine Department of Labor: The Maine Job Service and Mountain Valley Training, the local Jobs Training Partnership Act (JTPA) representative, and Maine's Bureau of Vocational Rehabilitation. LAVC has two full time and one part time employment counselors from these agencies working in conjunction with their student services coordinator. Our mission is to help students stay in school and provide them with real skills for real jobs so they can become productive members of today's society.

The orientation of manpower-educational development programs, similar to LAVC, is that adequate education is an important component of basic skills development for existing labor market demands and that programming will enhance employment opportunities and earning capabilities (Weidman & Friedmann, 1984). Program dimensions which are important to educational success include: positive teacher attitudes regarding the potential for success among marginal students (Elliott et al., 1966; Rutter et al., 1979; Schafer & Polk, 1972; Steinberg et al., 1984; Wehlage, 1986); teaching practices that involve students in the learning process

(Hamilton, 1986; Kelly, 1974; Schafer, Olexa, & Polk, 1972, Wehlage, 1986); utilization of cooperative learning strategies (Salvin, 1983); and a diversified curriculum with objectives that are relevant to students' needs and are attainable especially in the vocational area (Firestone & Rosenblum, 1987; Gold & Mannn, 1984; Hamilton, 1986; Rutter el al., 1979; Wehlage, 1983). Effective school programs for any population will only be created if educators engage in systematic design, implementation, monitoring, and evaluation of the school program and educational process (Natriello, Pallas, & McDill, 1986). Several studies indicate that providing an appropriate curriculum, utilizing a mix of academic and vocational studies, individualizing instruction, being responsive to students needs, incorporation of out-of-class learning, and focusing on self-concept development, work attitudes, interpersonal skills and motivation are valuable components in meeting students transitional needs (Stern, 1986; Bullis, 1986; Olsen & Edwards, 1982. Hamilton, 1984; Batsche et al., 1984).

**Sample:**

The sampling technique used was a cluster sample with a volunteer base. The actual sample in this pilot study consisted of the 21 graduating seniors (Class of 1989) from the Lewiston Alternative Vocational Center. These LAVC graduates were sending school students from the five area high schools in the Lewiston Vocational Region: Lewiston High School, Edward Little High School-Auburn, Lisbon High School-Maine School Union #30; Leavitt Area High School-M.S.A.D. #52, Oak Hill High School-Maine Community School District #15.

**Instrumentation:**

The development of the survey instrument centered around the literature and particularly, follow-up research studies (Mithaug, Horivchi, & Fanning, 1985; Hasazi, Gordon, & Roe, 1985; Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Hasazi, Gordon, Roe, Hull, Finck, & Salembier, 1985; Flynn, 1980; Crain, 1980). The final survey instrument for this pilot study was a four page survey questionnaire which used the Hasazi et al., (1985) Vermont Survey Spring 1984 Telephone Survey of Graduates/Leavers of High School Special Services Programs as the foundation. Additionally, Bruinks, Wolman, & Thurlow's (1990) article, "Considerations in Designing Survey Studies and Follow-up Systems for Special Education Service Programs," was used as a guide. Keeping the question wording simple; making questions clear, unambiguous, and one-dimensional; providing a consistent frame of reference; providing brief and clear instructions; and using examples were all factors which influences the LAVC Follow-up Survey Questionnaire. The survey questionnaire was designed to yield data from the respondent regarding demographics concerning themselves, their living status, post-secondary training, employment status, wage, length of employment, type of employment, how they got their job, and number of positions held since high school graduation.

The initial survey instrument was developed and, as suggested by Dillman (1978), was submitted to three groups for pretest and review. The first group, "trained professionals", consisted of Dr. Libby G. Cohen-USM College of Education, Donald C. Cannan-Director LAVC, and Virginia O. Van Dyke-Chief Vocational Evaluator LAVC. These people served as a Jury of Researchers who reviewed the initial survey instrument. The second group, "potential users of the data", were employment counselors; Lisa Hartnett-MVT and

John D'Amour-VR, and the LAVC Instructional Staff. The final group was the actual 21 graduates in the pilot sample population This study is a Work-In-Progress and it should be understood that incremental changes regarding the survey's readability, question clarity, manageability of the procedures, along with suggestions from the three resource groups for revisions will be taken into consideration in the development of the final survey instrument.

**Procedure:**

The survey instrument used was reviewed by a jury of researchers and revisions were made. The initial questionnaire was administered to a graduate as a "face-to-face" interview. That interview served as the basic procedural approach for the surveys to follow. The remaining surveys were conducted as a telephone survey questionnaire. Calling was done at random over a period of three weeks. All persons interviewed had the basic survey and this purpose explained prior to the interview and they were asked to participate. All participation was strictly voluntary and they knew that the survey was not anonymous but that individual results, for the purpose of this research piece, would be kept confidential.

**RESULTS:**

The LAVC Follow-up Survey Questionnaire had 100% participation rate. The results are reported as descriptive demographics and tables with a cluster/category, frequency and percents design. A reliability analysis of the pilot survey data will be done in conjunction with the University of Southern Maine using SPSS-X, a statical software program. Validity of the survey

will be conducted and analyzed over a three year period. The specific variables used for analysis were: graduate participation by sending school and LAVC program, and the demographics of survey respondent, graduates' age, sex, marital status, living arrangements, and handicapping condition. Other study variables analyzed were the specific follow-up survey questions with the actual responses utilizing a cluster/categortical format. Tables were developed for the demographic areas (see Tables 1-7). Also, a table of statistical analysis was done for the survey questions and their summary response: by cluster/category, frequency, and percentage (see Tables 8-23).

**Demographics:**

The LAVC Follow-up Survey Questionnaire had 100% response rate. The Respondent Sample is reported in Table 1. Sixteen of the survey respondents (76%) were individual LAVC program graduates. Two respondents were graduates' parents and two surveys were answered by a social service agency employment counselor where the LAVC graduates are clients. The parents and social service agency employment counselor each consisted of 10% of the respondent population. One LAVC graduate's brother (4%) answered the Follow-up Survey Questionnaire.

Program graduates' age, at the time of the survey (4-20-90), is represented in Table 2. Three people reported being 18 years of age (14%). There were five 19 year olds (24%) and 62% of the graduate population (13) were 20 years old. Sixty-two percent of the graduates (13) reported being males while there were 8 females (38%) as reported in Table 3. All respondents in Table 4. reported a marital status of single (100%). Table 5. outlines the 1989 LAVC graduates living arrangements. Eleven (52%) of the population are

living with their parents. Ten Percent (2) are living with a guardian. Three graduates (14%) are living on their own independently. Four graduates (19%) are current students living in post-secondary dormitories while 1 person (5%) has living arrangement provided via military enlistment.

LAVC program participation and sending school demographics are presented in Table 6. Sending school student graduate enrollment at LAVC was as followed: Auburn - 7 students (33%), Lewiston - 5 students (24%), Lisbon - 4 students (19%), Leavitt Area High School - 2 students (10%), and Oak Hill High School - 3 students for (14%) of the population. Specific program enrollment per sending school are reported as Pie Graph presentations. The LAVC Food Service Program student graduate population was as followed: Auburn - 4 students (40%), Lewiston - 2 students (20%), Lisbon - 1 student (10%), Leavitt Area High School - 1 student (10%), and Oak Hill High School - 2 students for (20%) of the population. The LAVC Auto Body Program student graduate population was as followed: Auburn - 1 student (20%), Lewiston - 1 student (20%), Lisbon - 3 students (60%) of the population. The LAVC Human Services Program student graduate population was as followed: Auburn - 2 students (33%), Lewiston - 2 students (33%), Leavitt Area High School - 1 student (17%), and Oak Hill High School - 1 students for (17%) of the population.

The survey population reported by handicapping condition is presented in Table 7. Eighteen LAVC 1989 graduates (86%) were classified as special needs students while three students (14%) were non-handicapped. The largest percentage, six graduates (29%), received special services for mental retardation (MR). The behavior disorder (BD) and learning disabled (LD) populations consisted of 24% (5) and 19% (4) respectively.

**Employment Findings:**

The employment findings in this study are reported as a series of categorized information regarding employment status, job finding technique, length of employment, wage earnings, and reason for leaving employment. This data is reported for three specific time periods: senior year employment, summer employment, and current employment status. The results are presented as specific cluster/categorized data, frequency, and percent.

**Senior Year Employment:**

Senior year employment is presented in Table 8. Fourteen students (66%) were employed during their senior year in high school while seven (34%) of the LAVC seniors were not. The job finding techniques (Table 9.) used by the 1989 LAVC seniors included: Self - 4 students (29%), Parent/Relative - 4 students (29%), Teacher/School - 3 students (21%), MVT/VR/Job Service - 3 students (21%). The majority of students, 8 students (58%), found their jobs by themselves or through the family network. Six students (42%) used the Educational-Employment Service structure to find their senior year jobs. Four LAVC students (19%) currently are still employed in their senior year jobs. One student (5%) returned to his senior year job as his post-graduate employment.

The length of employment for LAVC seniors in their high school jobs is reported for senior year job leavers in Table 10. The length of employment included: 1 months to 6 months - 7 students (70%), 6 months to 1 year - 1 student (10%), and 1 year to 3 years - 2 students (20%). The senior year job wages (Table 11.) consisted of: 2 students (20%) earning $3.75 to $4.00, 3 students (30%)

earning $4.00 to $4.50, 2 students (20%) earning $4.50 to $5.00, 1 student (10%) earning $5.00 to $5.50, and 2 students (20%) earning $5.50 to $6.00. The majority of students (70%) had income earnings between $3.75 and $5.00 per hour with the medium wage at $4.50 for the group.

Table 12. outlines the reasons why students left their senior year jobs. The following reasons were categorized: 3 students (30%) were fired, 1 student (10%) found a new job, 3 students (30%) went on to post-secondary education, 1 student (10%) was employed in a seasonal job, 1 student (10%) did not want to work, and 1 student (10%) quit their job. An interesting split regarding job leavers as high school workers developed. Three graduates (30%) went on to immediate post-secondary training out of town and three graduates (30%) were terminated from their employment positions. Further study with a follow-up to those employers will help address this discrepancy and assist in future transitional experiences.

**Summer Employment:**

LAVC 1989 graduates' Summer employment is reported in Table 13. Eleven students (52%) were employed during the summer after graduation, six (29%) were not, and four (19%) retained their senior year jobs. The job finding techniques used by the LAVC graduates for summer employment (Table 14 ) included: Parent/Relative - 4 students (36%), Teacher/School - 4 students (36%), Friend - 1 student (9%), MVT/VR/Job Service - 2 students (19%). The majority of students, 8 students (72%), found their jobs through the family network or the Educational system. Two LAVC students (18%) currently are still employed in their 1989 summer jobs.

The length of employment for LAVC graduates in their

summer jobs is reported in Table 15 for job leavers.
The length of employment included 9 students (100%) employed for only 1 months to 6 months. The senior year job wages (Table 16.) consisted of: 2 students (22%) earning $3.75 to $4.00, 5 students (56%) earning $4.00 to $4.50, and 2 students (22%) earning $6.00 or more. The majority of students (56%) had income earnings between $4.00 and $4.50 per hour.

The reasons why LAVC graduates left their summer employment is presented in Table 17. The following reasons were categorized: 2 students (22%) were fired, 3 students (33%) went on to post-secondary education, 3 students (33%) were employed in seasonal jobs, and 1 student (11%) quit. Three graduates (33%) went on to Fall post-secondary training out of town and three graduates (33%) finished working due to seasonal employment.

**Current Employment Status:**

LAVC 1989 graduates' current employment status is reported in Table 18. Eleven students (52%) are currently employed. Ten graduates (48%) are not employed and of these ten, three (14%) are unemployed. Nine graduates (82%) are competitively employed while two graduates (18%) are working in supportive employment. There are four graduates (36%) working full-time and an additional graduate who is working two 20hr. part-time jobs. Table 19 outlines the number of hours the seven LAVC graduates (64%) are working part-time. One graduate (12.5%) is working 10 hours weekly, four (50%) are working 20 hours - including the graduate with two part-time jobs. Twenty-five percent (2 graduates) are working 25 hours and one graduate (12.5%) is working a 35 hour week.

The job finding techniques used by the currently employed LAVC graduates (Table 20) included: Self - 2 graduates (18%), Parent/Relative - 4 graduates (36%), School/MVT - 1 graduates (9%), VR/Job Service - 2 graduates (18%), Newspaper - 1 graduate (9%), and Other/DHS Social Worker - 1 graduate (9%). The majority of graduates, 8 people (54%), found their jobs through the self/family network. The length of employment for LAVC graduates in their current jobs is reported in Table 21. The length of employment included: 1 months to 6 months - 5 graduates (42%), 6 months to 1 year - 2 graduates (9%), and 1 year to 3 years - 5 graduates (42%). A unique split seems to occur for 1989 LAVC graduates who are currently employed. Working graduates appear to either be realativly new to their jobs or have been at their jobs for some time. The wages of working LAVC graduates (Table 22) consisted of: 2 graduates (17%) working at piece rate in supported employment, 2 graduates (17%) earning $3.75 to $4.00, 1 graduate (8%) earning $4.00 to $4.50, 1 graduate (8%) earning $4.50 to $5.00, 1 graduate (8%) earning $5.00 to $5.50, 3 graduates (25%) earning $5.50 to $6.00, and 1 graduate (8%) earning more than $6.00. The majority of students (58%) had income earnings of at least $4.50 or more per hour.

**Related Transitional Information:**

The following information is not directly related to the current employment status of 1989 LAVC graduates but it pertains to their transitional status (see Table 23). Eight graduates (38%) are currently involved in post-secondary training and/or education. Three graduates (37%) are at Vocational/Technical Colleges, three graduates (37%) are at the Penobscot Job Corps Center, a Department of Labor vocational training program. Additionally, one graduate (12%) is attending a local Junior Business College and

another (12%) is enlisted in the military in the U.S. Army training as a Quarter Master Cook. Two of these post-secondary students are also employed part-time and are counted in the "currently employed" statistics.

One LAVC 1989 graduate (5%) moved with her family to Florida. Three graduates (14%) are currently unemployed. Two of the three (66%) were laid off, one due to production line closing and the other due to seasonal employment. All three are active job seekers. Two of the graduates are being assisted in job seeking by local employment services, Mountain Valley Training and the Maine Job Service. One of the two had additional support via the Maine Bureau of Vocational Rehabilitation, where he is a client.

Finally, eleven LAVC 1989 graduates (53%) are involvd in either community employment and/or post-secondary training which is directly related to their LAVC program area. Six (29%) are involved in post-secondary educational and/or training programs, while five (24%) are employed in the field of their secondary vocational programming.

**DISCUSSION:**

This research piece is the first follow-up study of a longitudinal study which has solicited information about the competitive employment market and labor trends in the Lewiston -Auburn Area. The information gained from the two former studies provided a database upon which vocational program curriculum was designed, developed, and service delivery for LAVC students evolved. This study yields important information regarding certain key demographic variables on LAVC program graduates, their employment status, related information, post-secondary training, and the transitional process. This study along

with the survey instrumentation are only in the piloting stage. Revisions need to be make in the survey questionnaire both procedural and in the instrumentation. Additionally, a reliability coefficient for the survey needs to be done. Once a reliable final survey instrument is developed, the database resulting from the follow-up study on LAVC program graduates can be used for a bases for educational decisions, program modifications, and curriculum development to better meet the needs of the local employment market and serve the vocational needs of LAVC students. One of the most important outcomes of this pilot study will be to develop a follow-up survey instrument which will yield reliable data from program graduates to be used as a longitudinal design for incremental data collection for analysis every one, three and five years.

The results of this pilot study can be useful to educators and inter-agency service providers, especially those dealing with employment and transition. In response to the research question: What long term educational significance has LAVC programming had on the occupational-employment status of program graduates, the pilot survey results suggest that program involvement and transitional outcomes for LAVC graduates, after one year, have been successful. Eight graduates (38%) are involved in post-secondary educational training and eleven graduates (52%) are currently employed. Eleven of these 19 graduates (53%) are directly involved in educational and/or occupational areas which are directly related to their secondary vocational program. Additionally, the three LAVC graduates who are currently unemployed (14%), are all active job seekers who are utilizing strategies and support networks to assist them in finding employment.

The follow-up data from this pilot will be utilized in developing additional and revising existing curriculum used at the Lewiston Alternative Vocational Center regarding vocational service delivery, competencies and skill training, and transitional skills needed for students to successfully move from school-to-work and gainful employment and/or post-secondary educational opportunities. From a solid research-program model base, with supportive action research, LAVC programming for at-risk student will succeed. Using this pilot as a foundation, a final follow-up instrument can be developed. The development of reliable follow-up transitional information from LAVC program graduates, coupled with employment data from local employers and educators, will provide solid information and the bases for program modification, curriculum development, and a vehicle to better address the vocational needs of LAVC students.

There is a need for continued work with this pilot follow-up study and continued research in this area. The utilization of this and new research findings can serve as a basis for service delivery expansion, facilitate transitional program goals, and fuel restructuring efforts. Future research will continue to build a body of information so that the alternative vocational service delivery at the Lewiston Alternative Vocational Center will facilitate successful transitional experiences from school-to-work and adult life for our students.

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## DEMOGRAPHIC TABLES:

**Table 1. Respondents of 1989 LAVC Follow-up Survey**

| Respondent: | Frequency: | Percent: |
|---|---|---|
| LAVC Graduate | 16 | 76% |
| Parent | 2 | 10% |
| Relative/Sibling | 1 | 4% |
| Social Service Worker | 2 | 10% |
| TOTAL: | 21 | 100% |

**Table 2. Age of 1989 LAVC Graduates (as of 4-20-90)**

| Age by Years: | Frequency: | Percent: |
|---|---|---|
| 17 Years Old | 0 | 0% |
| 18 Years Old | 3 | 14% |
| 19 Years Old | 5 | 24% |
| 20 Years Old | 13 | 62% |
| TOTAL: | 21 | 100% |

**Table 3. Sex of 1989 LAVC Graduates**

| Sex: | Frequency: | Percent: |
|---|---|---|
| Male | 13 | 62% |
| Female | 8 | 38% |
| TOTAL: | 21 | 100% |

**Table 4. Marital Status of 1989 LAVC Graduates**

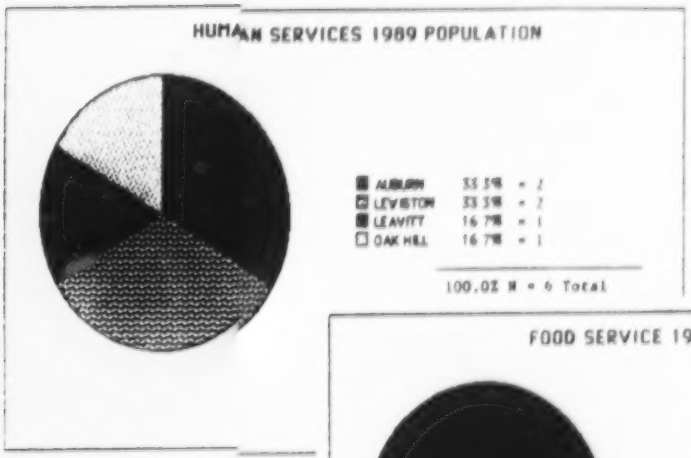
| Marital Status: | Frequency: | Percent: |
|---|---|---|
| Single | 21 | 100% |

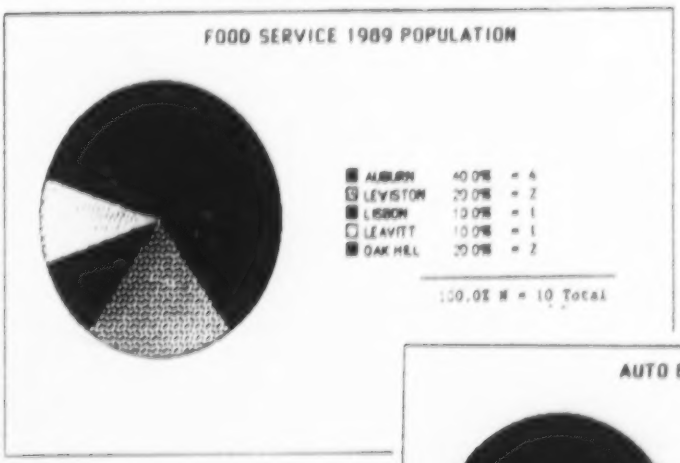
## Table 5. Living Arrangements of 1989 LAVC Graduates

| Living Arrangement: | Frequency: | Percent: |
|---|---|---|
| Parents | 11 | 52% |
| Guardians | 2 | 10% |
| Independent | 3 | 14% |
| Post-Secondary Dormitory | 4 | 19% |
| Other-Military Housing | 1 | 5% |
| TOTAL: | 21 | 100% |

## Table 6. 1989 LAVC Graduate Sending School Population by Program Area

| School | Food Service | Auto Body | Human Service | Total | %ile |
|---|---|---|---|---|---|
| Auburn | 4 | 1 | 2 | 7 | 33% |
| Lewiston | 2 | 1 | 2 | 5 | 24% |
| Lisbon | 1 | 3 | 0 | 4 | 19% |
| Leavitt | 1 | 0 | 1 | 2 | 10% |
| Oak Hill | 2 | 0 | 1 | 3 | 14% |
| TOTAL: | 10 | 5 | 6 | 21 | 100% |
| Percent: | 47% | 24% | 29% | | |



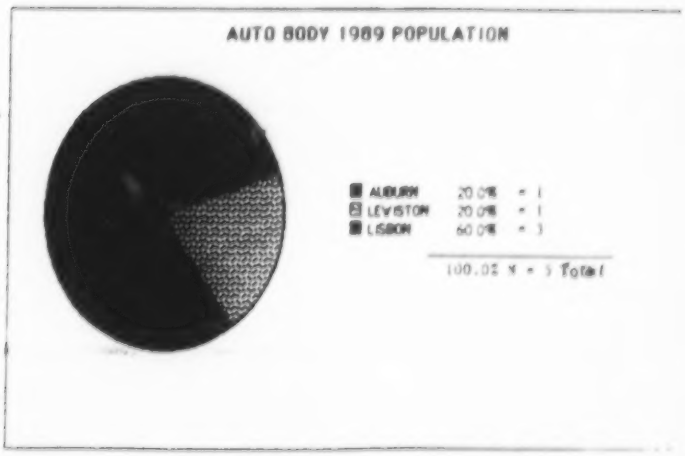



**Table 7. 1989 LAVC Graduates by Sp. Ed. Handicap**

| Handicapping Condition: | Frequency: | Percent: |
|---|---|---|
| Learning Disabled (LD) | 4 | 19% |
| Behavior Disorder (BD) | 5 | 24% |
| Mental Retardation (MR) | 6 | 29% |
| Multiple Handicap (MULT) | 3 | 14% |
| Physical Handicap (PHY) | 0 | 0% |
| NOT Handicapped (REG) | 3 | 14% |
| TOTAL: | 21 | 100% |

**EMPLOYMENT TABLES:**

**SENIOR YEAR EMPLOYMENT:**

**Table 8. Senior Year Employment Status**

| Employment Status: | Frequency: | Percent: |
|---|---|---|
| Employed Senior Year | 14 | 66% |
| Not Employed | 7 | 34% |
| TOTAL: | 21 | 100% |

**Table 9. Senior Year Job Finding Technique**

| Job Finding Technique: | Frequency: | Percent: |
|---|---|---|
| Self | 4 | 29% |
| Parent/Relative | 4 | 29% |
| Teacher/School | 3 | 21% |
| Friend | 0 | 0% |
| MVT/VR/Job Service | 3 | 21% |
| Newspaper | 0 | 0% |
| Other | 0 | 0% |
| TOTAL: | 14 | 100% |

**Table 10. Length of Senior Year Job (for job leavers)**

| Job Length: | Frequency: | Percent: |
|---|---|---|
| 1 Week to 1 Month | 0 | 0% |
| 1 Month to 6 Months | 7 | 70% |
| 6 Months to 1 Year | 1 | 10% |
| 1 Year to 3 Years | 2 | 20% |
| More than 3 Years | 0 | 0% |
| TOTAL: | 10 | 100% |

**Table 11. Senior Year Wage Earning**

| Wage Earning: | Frequency: | Percent: |
|---|---|---|
| $3.75 - $4.00 | 2 | 20% |
| $4.00 - $4.50 | 3 | 30% |
| $4.50 - $5.00 | 2 | 20% |
| $5.00 - $5.50 | 1 | 10% |
| $5.50 - $6.00 | 2 | 20% |
| $6.00 + | 0 | 0% |
| TOTAL: | 10 | 100% |

**Table 12. Reason for Leaving Senior Year Employment**

| Reason: | Frequency: | Percent: |
|---|---|---|
| Fired | 3 | 30% |
| New Job | 1 | 10% |
| Post-Secondary Training | 3 | 30% |
| Seasonal Employment | 1 | 10% |
| Did Not Want To Work | 1 | 10% |
| Quit | 1 | 10% |
| TOTAL: | 10 | 100% |

## SUMMER EMPLOYMENT:

### Table 13. Summer Employment Status

| Employment Status: | Frequency: | Percent: |
|---|---|---|
| Summer Employed | 11 | 52% |
| Not Employed | 6 | 29% |
| Senior Employed Job Holder | 4 | 19% |
| TOTAL: | 21 | 100% |

### Table 14. Summer Job Finding Technique

| Job Finding Technique: | Frequency: | Percent: |
|---|---|---|
| Self | 0 | 0% |
| Parent/Relative | 4 | 36% |
| Teacher/School | 4 | 36% |
| Friend | 1 | 9% |
| MVT/VR/Job Service | 2 | 19% |
| Newspaper | 0 | 0% |
| Other | 0 | 0% |
| TOTAL: | 11 | 100% |

### Table 15. Length of Summer Job (for job leavers)

| Job Length: | Frequency: | Percent: |
|---|---|---|
| 1 Week to 1 Month | 0 | 0% |
| 1 Month to 6 Months | 9 | 100% |
| 6 Months to 1 Year | 0 | 0% |
| 1 Year to 3 Years | 0 | 0% |
| More than 3 Years | 0 | 0% |
| TOTAL: | 9 | 100% |

**Table 16. Summer Job Wage Earning**

| Wage Earning: | Frequency: | Percent: |
|---|---|---|
| $3.75 - $4.00 | 2 | 22% |
| $4.00 - $4.50 | 5 | 56% |
| $4.50 - $5.00 | 0 | 0% |
| $5.00 - $5.50 | 0 | 0% |
| $5.50 - $6.00 | 0 | 0% |
| $6.00 + | 2 | 22% |
| TOTAL: | 9 | 100% |

**Table 17. Reason for Leaving Summer Employment**

| Reason: | Frequency: | Percent: |
|---|---|---|
| Fired | 2 | 22% |
| New Job | 0 | 0% |
| Post-Secondary Training | 3 | 33% |
| Seasonal Employment | 3 | 33% |
| Did Not Want To Work | 0 | 0% |
| Quit | 1 | 11% |
| TOTAL: | 9 | 100% |

**CURRENT EMPLOYMENT STATUS:**

**Table 18. 1989 LAVC Graduates Current Employment Status**

| Employment Status: | Frequency: | Percent: |
|---|---|---|
| Employed | 11 | 52% |
| Not Employed | 10 | 48% |
| TOTAL: | 21 | 100% |

**Table 19. Hours for Part-time 1989 LAVC Graduates**
(with one graduate working two part-time jobs)

| Weekly Hours: | Frequency: | Percent: |
|---|---|---|
| 10 Hours | 1 | 12.5% |
| 15 Hours | 0 | 0% |
| 20 Hours | 4 | 50% |
| 25 Hours | 2 | 25% |
| 30 Hours | 0 | 0% |
| 35 Hours | 1 | 12.5% |
| TOTAL: | 8 | 100% |

**Table 20. Job Finding Technique For Currently Employed 1989 LAVC Graduates**

| Job Finding Technique: | Frequency: | Percent: |
|---|---|---|
| Self | 2 | 18% |
| Parent/Relative | 4 | 36% |
| School/MVT | 1 | 9% |
| Friend | 0 | 0% |
| MVT/VR/Job Service | 2 | 18% |
| Newspaper | 1 | 9% |
| Other: Social Worker | 1 | 9% |
| TOTAL: | 11 | 100% |

**Table 21. Length of Current Employment**
(with one graduate working two part-time jobs)

| Job Length: | Frequency: | Percent: |
|---|---|---|
| 1 Week to 1 Month | 0 | 0% |
| 1 Month to 6 Months | 5 | 42% |
| 6 Months to 1 Year | 2 | 9% |
| 1 Year to 3 Years | 5 | 42% |
| More than 3 Years | 0 | 0% |
| TOTAL: | 12 | 100% |

**Table 22. Current Wage Earnings For LAVC Graduates**
(with one graduate working two part-time jobs)

| Wage Earning: | Frequency: | Percent: |
|---|---|---|
| Piece Rate Wage | 2 | 17% |
| $3.75 - $4.00 | 2 | 17% |
| $4.00 - $4.50 | 1 | 8% |
| $4.50 - $5.00 | 1 | 8% |
| $5.00 - $5.50 | 1 | 8% |
| $5.50 - $6.00 | 3 | 25% |
| $6.00 + | 2 | 17% |
| TOTAL: | 12 | 100% |

## TRANSITIONAL STATUS OF 1989 LAVC GRADUATES:

**Table 23. 1989 LAVC Graduates Current Transitional Status**

| Transitional Status: | Frequency: | Percent: |
|---|---|---|
| Full-Time Employment | 5 | 24% |
| Part-Time Employment | 4 | 19% |
| Post-Secondary Education | 5 | 24% |
| Post-Secondary Ed. & Part-Time Job | 2 | 9% |
| Military Training in Related Field | 1 | 5% |
| Unemployed-Active Job Seekers | 3 | 14% |
| Moved Out-of-State | 1 | 5% |
| TOTAL: | 21 | 100% |

## TRANSITIONAL STATUS OF 1989 LAVC GRADUATES:

(Up-dated 5-1-90)

**Table: 1989 LAVC Graduates Current Transitional Status**

| Transitional Status: | Frequency: | Percent: |
|---|---|---|
| Full-Time Employment | 6 | 29% |
| Part-Time Employment | 4 | 19% |
| Post-Secondary Education | 5 | 24% |
| Post-Secondary Ed. & Part-Time Job | 2 | 9% |
| Military Training in Related Field | 1 | 5% |
| Unemployed-Active Job Seekers | 2 | 9% |
| Moved Out-of-State | 1 | 5% |
| TOTAL: | 21 | 100% |

### SUMMARY STATEMENT:

57% of LAVC 1989 Graduates are currently employed.

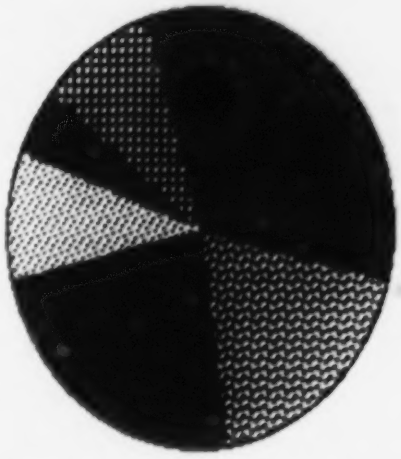
38% of LAVC 1989 Graduates are currently involved in post-secondary educational training.

86% of LAVC 1989 Graduates are either currently employed and/or involved in post-secondary educational training.

9% of LAVC 1989 Graduates (2 students) are active-job seekers who are utilizing employment support services to assist them in finding employment.

5% of LAVC 1989 Graduates (1 student) moved out-of-state to Florida with her family.

## TRANSITIONAL STATUS OF 1989 LAVC GRADUATE



| | |
|---|---|
| Full-Time Employment | 28.6% |
| Part-Time Employment | 19.0% |
| Post-Secondary Education | 23.8% |
| Post-Secondary Ed. & Part-Time Job | 9.5% |
| Military Training in Related Area | 4.8% |
| Unemployed-Active Job Seekers | 9.5% |
| Moved Out-of-State | 4.8% |

# LEWISTON ALTERNATIVE VOCATIONAL CENTER

## SERVICES DELIVERY STRUCTURE

## REGIONAL SENDING HIGH SCHOOLS, GRADES 9-12

| LEWISTON SCHOOL DEPT. | AUBURN SCHOOL DEPT. | M.S.A.D. #52 | LISBON SCHOOL DEPT. | SCHOOL UNION #44 |
|---|---|---|---|---|
| LEWISTON HIGH SCHOOL | EDWARD LITTLE HIGH SCHOOL | LEAVITT HIGH SCHOOL | LISBON HIGH SCHOOL | OAK HILL HIGH SCHOOL |

VOCATIONAL - EDUCATIONAL TRAINING OPTIONS

VOCATIONAL EVALUATION
LAVC - ASSESSMENT
INTEREST-ABILITY-ACHIEVEMENT
WITH RECOMMENDATIONS FOR:
1. Vocational Programming
2. Academic Programming with remediation/accommodation techniques
3. Supportive Services - Educational and Community Agencies

LEWISTON ALTERNATIVE VOCATIONAL CENTER PROGRAMS/SERVICES

ADVISORY COMMITTEE INPUT FOR LAVC DEVELOPMENT
1. Steering Committee:
A. Craft Committee-Sending School Referral Sources-Educational
B. Advisory Committee-State, Regional, Local, Inter-Agencies
2. Program Craft Committee for each LAVC Program made up of Local-Community Members in the Industry Area.
Specific LAVC Programs
A) Food Service
B) Auto Body
C) Human Services
3. Advisory Committee Input for Transitional Services Committee Makeup of: Local Employers, Personnel Managers, Local Inter-Agencies, Service Organizations, University and School Personnel

OTHER EDUCATIONAL OPTIONS
1. Regional Vocational Programming - LRVC
2. Alternative Educational Programs
3. Sending School Program Options and Supportive Services

FOOD SERVICE PROGRAM | AUTO BODY PROGRAM | HUMAN SERVICES PROGRAM

INDUSTRIAL TRAINING IN THE TRADES-INDUSTRY AREA
- Programmed Instruction - Curriculum Content
- Laboratory - Shop Work Experience
- Community-Based Learning Experiences
- LAVC/Mountain Valley Training Transitional-Instructional Support
Job Seeking/Job Keeping Skills; Total Program Class Instruction

JOBS FOR MAINE'S GRADUATES (JMG)
- Affiliation Project with DECS
Bureau of Adult and Secondary Vocational Education

LAVC - MT. VALLEY TRANSITIONAL SUPPORT
1. Group Sessions Supportive to Transition
5-10 Students from LAVC Program Areas
- Job Seeking/Keeping
- Communication Skills
- Problem Solving/Coping
- Labor Market - Labor Trends
- Resume Building
- Filling out Applications
- Interviewing

2. Individual/Small Group Sessions
Supportive to Transition Student Specific
1-3 Students from Group Sessions
- More Specific Instructional Approach with identified Student/Group Needs
- B.A.S.E. -- Basic Academic Skills for Employment Computer Remediation Program

L.A.V.C. TRANSITIONAL SERVICES

JOB BANK - MAINE JOB SERVICE
Jobs Available with the L/A Area - LAVC Region
1. Part-time Positions
2. Seasonal/Temporary Jobs
3. Full-time Employment

SCHOOL/PROGRAM CO-OP WORK EXPERIENCES

INTERAGENCY SUPPORT SERVICES FOR TRANSITION AND EMPLOYMENT

DIRECT LAVC TRANSITIONAL SERVICES FROM SCHOOL-TO-WORK WITH COMPETITIVE COMMUNITY EMPLOYMENT

INDIVIDUAL STUDENT COOP WORK EXPERIENCES FOR LAVC PROGRAM CREDITS
- Individual Training Action Plans

UMBRELLA SERVICES FOR EMPLOYMENT TRAINING AND TRANSITIONAL SERVICES
1. Mountain Valley Training
2. Vocational Rehabilitation
3. Bureau of Mental Retardation
4. Supportive Service Agencies (DHS, Tri-County Mental Health)
5. Job Placement Services - Maine Job Service

COMMUNITY INVOLVEMENT WITH EMPLOYMENT ACTIVITIES AND SUPPORTIVE SERVICES TOWARD TRANSITION

MOUNTAIN VALLEY SERVICES
1. On the Job Training - Work Trycuts in the Community
2. Summer Youth Employment Jobs Training Programs
3. Career Counseling - Guidance and Job Accommodations

And/Or

VOCATIONAL REHABILITATION SERVICES
1. Job Coaching and Job Placement
2. Supported Work Sites in the Community
3. Job Modifications - Accommodation
4. Career Counseling and Guidance

COMMUNITY INVOLVEMENT WITH EMPLOYMENT ACTIVITIES -- SUPPORTED SERVICES

COMMUNITY EMPLOYMENT WITH FOLLOW-UP
TRANSITION FROM SCHOOL-TO-WORK
FINAL PHASE - COMPETITIVE EMPLOYMENT

## Survey for School-To-Work Transition of LAVC Graduates
## (Telephone Survey Instrument)

1. Students Name: _____ 2. M - F
3. Date of Birth: _____ 4. Age: _____
5. Sending School: _____
6. LAVC Program: _____
7. Year of Graduation: _____
8. Interview/Survey Date: _____
9. Person Interviewed/Surveyed: _____
10. Relationship: _____

11. Note: _____
_____

12. Address: _____
_____
_____

13. Current Living Arrangements:
_____ Parents/Guardian
_____ Living independently
_____ Relatives
_____ Post-Secondary (Dormitory)
_____ Other _____

14. Marital Status:
_____ Single
_____ Married
_____ Separated
_____ Divorced
_____ Widowed
_____ Other

15. Did you have a job during your senior year of high school:
Yes _____ No _____ (If No skip to #23)

16. Where/What Business: _____
_____

17. What was your title/job duties: _____
_____
_____

18. How did you get this job?
_____ Yourself
_____ Parent/Relative
_____ Teacher/School counselor
_____ Friend
_____ MVT/VR/ME. Job Service
_____ Newspaper Want Ad
_____ Other

19. Do you still hold this job? _____ (If Yes skip to #35)

20. How long did you have this job?

_____ One week or less
_____ 1-week to 1-month
_____ 1-month to 6-months
_____ 6-months to 1-year
_____ 1-year to 3-years
_____ More than 3-years

21. What was your hourly rate of pay?

22. Why did you leave?

23. Did you have a job during the summer of the year you graduated from high school? _____ (If No skip to #31)

24. Where/what business: _____

_____

25. What was your title/job duties: _____

_____

_____

26. How did you get this job?

_____ Yourself
_____ Parent/Relative
_____ Teacher/School counselor
_____ Friend
_____ MVT/VR/ME. Job Service
_____ Newspaper Want Ad
_____ Other

27. Do you still hold this job? _____ (If Yes skip to #35)

28. How long did you have this job?

_____ One week to 1-month
_____ 1-month to 6-months
_____ 6-months to 1-year
_____ 1-year to 3-years
_____ More than 3-years

29. What was your hourly rate of pay: _____

30. Why did you leave?

31. Are you currently working? _____ (If No skip to #39)

32. Where/what business: _____

_____

33. What is your title/job duties: _____

_____

_____

34. How did you get this job?

_____ Yourself
_____ Parent/Relative
_____ Teacher/School counselor
_____ Friend
_____ MVT/VR/ME. Job Service
_____ Newspaper Want Ad
_____ Other

35. Is your job full time (40 hrs. per week): _____

36. If your job is part-time how many hours per week (Average): _____

37. What is your hourly rate of pay? _____

38. How long have you held this job?

_____ One week to 1-month
_____ 1-month to 6-months
_____ 6-months to 1-year
_____ 1-year to 3 years
_____ More than 3 years

39. How many jobs have you held since high school graduation? ___

40. What was your longest job: _____
duties: _____
_____

41. How long did you hold this job? _____

42. What was your second longest job: _____
duties: _____
_____

43. How long did you hold this job? _____

44. If you are currently unemployed what would you give as a reason:

_____ Homemaker
_____ Full-time student-Post Secondary
_____ In job training program _____
_____ Unable to find a job
_____ Other: _____
_____
_____

45. Are you currently looking for work? _____

46. If No - why?

47. If Yes - Who, if anyone is assisting you?

_____ Self
_____ Parents/Relative
_____ Teacher/School counselor
_____ Friend
_____ Mountain Valley Training
_____ Vocational Rehabilitation
_____ ME. Job Service
_____ Newspaper Want Ad
_____ Other